

Make 'n Take
Step by Step Procedure



Name of Make 'n Take: Pisiskiw/Animals

Theme and Topic: Theme: Traditional Teachings - The Restoration of First Nations Languages and Cultures

Names of Teachers: Lindsay Hall and Jean Fauchon

Name of School: Notre Dame School and John Paul II - LOCCSD

Grade: 6

Date : March 12, 2010

Materials:

Book - *The Bulrush Helps the Pond* by Ken Carriere

Website: Cree Animal Words
http://www.native-languages.org/cree_animals.htm (accessed 12/03/10)

Procedure:

Day 1: Teacher will discuss the importance of oral tradition with regards to the restoration of languages and cultures within First Nations communities.

Day 2: Invite and Elder to come in to visit your classroom to discuss the importance of language and culture within the First Nations communities. The Elder could also speak of the importance of the Circle of Life in his/her culture.

Day 3:

- 1) Teacher will read the book *The Bulrush Helps the Pond* by Ken Carriere.
- 2) Teacher will emphasize the importance of the circle within First Nations' cultures and review teachings from the Elder. The teacher will discuss the different circles that represent First Nation's traditional beliefs.

Day 4:

- 1) Each student will be asked to think about which animals they identify with, and why, within the First Nation's circle of life. (Four legged animals, swimmers, winged and 2 legged animals)
- 2) Using an online Cree- English translator, students will be asked to find the Cree translation for each of their chosen animal at this website: Cree Animal Words
http://www.nativelanguages.org/cree_animals.htm (Accessed 05/08/10)
- 3) Students will choose four plates (teacher can buy coloured plates: red, green, yellow, and black, or students can be asked to paint white paper plates in these colours.)
- 4) Students will write the English and Cree word on the plate. Students will use one plate per animal. (Teachers may also use self- adhesive felt letters)
- 5) Students may choose to draw or represent their animals using craft supplies chosen by the teacher. (Please ensure that the finished product will be able to be glued onto the middle of the plate.)
- 6) Students will present their finished product to the class and explain why they have chosen each animal, and the significance it holds for them.
- 7) Teacher may choose to display the student's artwork on a bulletin board.

*** If time constraints are an issue, or if teachers would prefer this to be a group activity, the teacher may choose to divide students into groups of four and ask each group member to represent one type of animal.